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AUTHOR Cornely, Edward V.; And Others
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ABSTRACT

The document is the result of a desire to incorporate career education activities into the present high school English curriculum. It is a collection of 36 lesson units generally related to the areas of job application, English, contemporary communications and concerns, humanities, writing, speech, and literature. The units are organized under the headings of concepts, performance objective, materials, and the lesson capsule. The lesson capsule, the largest part of each unit, describes classroom activities, role-playing, discussions, chart making, and other teaching techniques used to implement the lesson unit. The capsules also contain instructions to the teacher for presentation of the unit content and materials and show how career education activities can be integrated within the unit being taught. Appendixes present an Exploration of Career Values sentence completion form and a list of community resources. A working bibliography of six items concludes the volume. (NH)

ED 099470

Tim Manchester

Integration of Career Education Concepts and Activities into the High School Curriculum

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Essex Junction, Vermont 05452

Project Director: Edward V. Cornely

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Acknowledgments

Editor: Edward V. Cornely
Essex Junction Educational Center

Authors: Kirk Bosworth
Essex Junction Educational Center

Edward V. Cornely
Essex Junction Educational Center

Martha Malcolm
Essex Junction Educational Center

James Manchester
Essex Junction Educational Center

Robert Pasco
Essex Junction Educational Center

Mary Lynn Riggs
Essex Junction Educational Center

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Introduction

This document is the result of the desire to encorporate career education activities into the present high school English curriculum. It should be noted that the curriculum of Essex Junction Educational Center's English Department is based on the phase-elective semester program, with only the 9th grade classes tracked and running a full year. The first two digits of the course number indicate the level of academic complexity. Though this document is addressed to meet the specific needs of a specific English department, it is hoped that readers may find these units, or variations of these units, applicable to their own needs; the assignment of an activity to a specific course is in no way intended to imply that the activity is exclusive to that course.

Below is a list of career education concepts considered in the writing of these lesson units. It is hoped that this list will clarify some of the attitudes with which career education deals. This list was taken from Career Education Resource Guide, Dr. James E. Bottoms, ed..

1. People have many kinds of careers.
2. Every occupation contributes to society.
3. Every individual can have a meaningful, rewarding career.
4. Careers require different knowledge, abilities, attitudes.
5. Every person is an individual, with different abilities, interests, needs, values.
6. A person's best career direction develops over a long period of time.
7. Every individual develops a personal "style", which he can fulfill in a career with a similar "style".
8. People pursue careers for many reasons.
9. A person may be suited for several different careers.
10. Careers can be grouped in various ways into "families", requiring similar abilities and providing similar rewards.
11. Every career requires some special preparation.
12. Career preparation must follow a plan.
13. The choice of a career usually involves a compromise between greater and lesser needs.
14. Work experience facilitates career decision-making.
15. People change, and sometimes careers change, as they go through life.
16. Changes and conditions in the world affect careers.
17. People must adapt as the world changes.
18. Different occupations are interrelated in many ways.
19. Any career area has different levels of responsibility.
20. A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.
21. A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

Tips For Using Role-playing as a Teaching Device

Putting a student in a role-playing situation can be threatening to the student, and the instructor should use caution and sensitivity when using it. Here is a list of do's and don'ts:

Do's: Encourage the students to try the role-playing situation, and look for faces that are saying no, but meaning "I really want to try."
Create roles that students can identify with.
Instructors should be ready to take either role at any given time if volunteers don't come forward. Often, instructors must be involved in the first role-playing. This will stimulate the interest of students, and give them encouragement to try a role.
At the completion of each role-playing, or at a significant point when a break would be appropriate, ask students for comments and observations on what has taken place.

Don't's: Never force a student to take a role. Remember, they are learning vicariously by watching classmates role-play. Don't become impatient or cancel the lessons if volunteers don't come forward immediately. Jump into the role yourself, and review the lesson afterclass to see if material was appropriate.
Don't intentionally involve students who may be emotionally unstable. Naturally, if they volunteer, don't reject them; the opportunity to participate may be therapeutic.

Role-playing can be great fun. Instructors may get "butterflies" before trying it. Share the feeling with students and assure them that this is normal.

Author: Robert Pasco

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PART I

Introductory Unit #1 for Career Education in 9th Grade

Concepts
Every person is an individual, with different abilities, interests, needs, values. Careers involve different knowledge, abilities, attitudes.

Performance Objective
The student will be able to present significant observations about his own interests, and to relate these observations to possible choices of careers.

Lesson Capsule
Suggestions for implementation: it is recommended that teachers using this unit enlist the aid of one or two guidance counselors. A guidance counselor may introduce the material if the teacher wishes. When students begin to code their lists, the class should divide into two or three groups so that instructors can give individual attention to coding, and later discussion of possible occupation areas.

Care should be taken by instructors not to give any reenforcement to the idea of discovering "the right occupation" for any individual student. The issue should go no deeper than general occupational areas.

The following question are suggested for group response to each student's list: Would you share with the group what your top three interests are? Are any of the top three coded the same? Does the group see ways that the top interests are similar? Are there other interests in the group that have common coding? What values does the group think might be most important to this student? Does the group see any patterns in this student's interests that might give him a clue to a career area possibility? Any areas that he should avoid?

TWENTY THINGS YOU LOVE TO DO

PURPOSE
An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

PROCEDURE
The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, "You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is perfectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group.)
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and the letters A-P next to activities which he enjoys doing equally

alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

TO THE TEACHER

The strategy can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances, he like to engage in the chosen activity.

Or the teacher might ask the student to choose one of the items on his list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list.

I learned Statements (Strategy Number 15) are an excellent follow-up to this strategy.

ADDITIONAL SUGGESTIONS for lesson on 2nd or 3rd day

The teacher might want to add additional elements to the coding system suggested above. Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of risk to them. It can be physical risk, emotional risk, or intellectual risk.
2. Put an I next to any item which involves INTIMACY.
3. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.
4. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.
5. Use the code letters MT for items which you think you will wnat to devote increasingly MORE TIME to in the years to come.
6. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.
7. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.
8. Write the letter F next to those items which you think will not appear on your list 5 years from now.

Some information for this unit was taken from:
Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, Values Clarification, (New York, 1972), p. 30-34.

Author: Robert Pasco

Introductory Unit #2 for Career Education or 9th Grade

Concepts
Careers can be grouped in various ways into "families", requiring similar abilities and providing similar rewards.
Every person is an individual, with different abilities, interests, needs, values.

Performance Objective
The student will be able to present significant observations about his values as they relate to career areas after taking the Hall Occupational Orientation Inventory.

Materials
Hall Occupational Orientation Inventory

Lesson Capsule
The teacher will administer the Hall Occupational Orientation Inventory.

On the second day of the unit, it is suggested that the teacher enlist the aid of guidance counselors (one, or preferably two). The class will be divided into groups and students will each be given an opportunity to present to the class those scales that he had stanini scores of 7 through 9 and 1 through 3. The group will discuss with him types of jobs that might match the particular value system. They might try their evaluation in terms of these six job categories: realistic, investigative, artistic, social, enterprising, conventional.

In a follow-up session the instructor should explain that careers can be grouped in families requiring similar abilities and providing similar rewards. For example, someone who is high in "People Orientation" might not have the technical aptitude to be a psychologist, but could fulfill the same needs by being a social worker or a day-care worker. The groups should then reform and discuss varieties of careers within a given set of values.

Author: Robert Pasco

Role-playing of Career Conflict Situations 9th Grade

Concepts
The choice of a career usually involves a compromise between greater and lesser needs.
A person's relationship with other people, with his employer, and with society affects his own career as well as the careers of others.

Performance Objective
The student and the instructor will be able to perform for the class a role-playing situation depicting a conflict arising from a career lifestyle. Through this the students will be able to present observations as to what values are important to the career areas depicted.

Materials
Index cards with roles defined on them

Lesson Capsule
A pair of volunteers will be asked to pick an index card from pile A and pile B.

They will read the situation presented on each card. They will move the seats in the front of the class, and assume the roles indicated.

Several examples are included in this unit. Feel free to transfer these situations to index cards, and to create situations of your own. If the class members respond favorably, ask them to prepare cards that describe conflict situations involving careers.

Be sure to discuss the results of each role-playing situation with the class. See if the class can come up with alternative solutions to the conflicts. Also, be sure to explore the various values dealt with in these conflict situations.

Note: refer to unit 6 for Literary Explorations II 233 for further involvement in values and on-the-job conflicts.

Below are sample conflict situations:

A	B
Sam Salesman is making a good salary, and spends many hours, including evenings, on the job. He doesn't particularly like his work, but feels the money he is making is the important issue	Sally Salesman complains to her husband that he is never home. They have two children, and live in the suburbs of a large city. Sally was brought up in Vermont and wants to return to the "good country."
Theresa Teacher has been working in the local elementary school for three years. She likes her work and wants to continue, although she has a three year old daughter, and will have another child in the early summer.	Tom Teacher is a high school principal, and is proud of his position in the community. He feels that his wife should stay home with the child "where she belongs." He feels his salary is sufficient to meet their needs.
Barry Broker works with people's investments in a small city in Vermont. He has done well in the firm, and has a home in the mountains where he hikes and skis.	Barry's boss calls Barry into his office to offer him a big promotion, to work at the company's headquarters in New York City at twice the salary.

Author: Robert Pasco

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Writing a Letter of Application in Response to a Want Ad 9th Grade

Concepts

In looking for a job, the want ads of the local newspapter can be the place to start, and understanding how to use them is a must.

Many want ads want a prospective employee to phone in and many want you to write and apply for the job.

Knowing how to write a business letter to apply for a job is a necessary prerequisite.

Putting the correct information in your letter of application answers the primary questions of the prospective employer.

Performance Objective

Given a newspaper want ad section to study, a list of sample want ads, a correct business letter form, and a sample letter of application---the student will write a business letter applying for a position from the sample want ad list, using correct business letter form and including all necessary information such as the following: job title, age, health, etc., education, experience, references, and interview request, so that the letter can be critiqued by two other students and the teacher.

Materials

Newspaper want ads, (most papers will send complimentary papers for at least a day for a class), memographed sample business letter, sample letter of application, and sample list of want ads.

Lesson Capsule

Begin this lesson by letting the students browse through the want ads of the Burlington Free Press or New York Times. Make sure they know in what section of the paper to find the want ads. It is necessary toexplain their use, or better yet, let the students explain their use and value. They will probably note that two kinds of want ads exist: the write in for the job, and the phone in for the job. At this point you may wish to discuss the merits of both kinds.

When they have completed this exercise, then you will need to pass out the sample want ads and explain that they will be writing a correct business letter of application for one of these ads. Perhaps some students will have already studied business letter form; if so, ask them the difference between a friendly and a business letter. In this lesson, you will find a sample letter of application and a sample of correct business letter form. Discuss with the students the correct format of the business letter and any merits they can figure out for its form.

From the sample letter of application, you can point out the 6 requisites needed within such a letter to provide the necessary information for the prospective employer.

1. job title - It is important to mention the want ad and the title for which you are applying, do not say, "I'll take anything".
2. age, health, etc. - Add any characteristics which you feel to be important for the job you desire, such as age, health, special intersts which pertain to the job.
3. education - Be sure and mention your farthest level of education and particularly any courses you have taken which would help you in the job.
4. experience -If you have had previous experience in the job field or related fields, say so; otherwise, do not bluff.
5. references- Be sure and list the names and addresses of two references. Make certain that you have checked out their permission before hand to use their names. Think about teachers, counselors, old family friends for references, and do not use someone your own age, please!
6. interview request - Make sure and give your phone number.

After discussing the necessary information needed in a letter of application, the students can begin writing their own letter. Remember, also, to discuss the importance of neatness, legibility, use of ink, clean paper, and any other important points to letter writing that you or your students can think of, before they begin.

To terminate this lesson, have each student examine two other letters and critique them by writing comments; you can then add your comments both con and pro.

List of Sample Want Ads

Stock Boy needed--
Hard working, dependable,
for weekends only
Mr. Jason Clark-Manager
Grand Union Supermarket
Pearl Street
Essex Junction, Vermont

Gas Station Attendant for evenings,
4:30-10:00, Prior knowledge of motors
necessary, must be hard working, clean
up duties, write
Mr. Lopez Jones
Shell Station
Four Corners
Essex Junction, Vermont

Mother's Helper for afternoons,
3-6:00, small children to care for,
must be responsible, kind
Ms. Susan Kelpatrick
P.O. Box 335
Colchester, Vermont

Typist and Receptionist for Dentist,
Must type 50 wpm,
Apply: Dr. Wild, DDS
P.O. Box 451
Essex Junction, Vermont

Part time help needed for weekends,
McDonalds, behind the counter work
selling, male or female, write to
apply for an interview
Manager
McDonalds
Shelburne Road
Burlington, Vermont

Business Letter Form

Your street address
City, State, Zip Code — heading
Date

Name of person (if given)
Name of firm (if given)
Street Address
City, State, Zip Code — Inside Address

Dear Mr: —(if you know his name)
or
Dear Sir: (use this greeting if you do not know the name of the person who will be reading this letter) — Greeting

paragraph

paragraph

— body of letter

closing,

your signature

Sample Letter of Application

33 Green Street
Essex Junction, Vermont
January 14, 1973

Mr. Jack Sykas
P. O. Box 115
Burlington, Vermont 05401

Dear Mr. Sykas:

I am applying for the position of part time garden helper that you had advertised in the Burlington Free Press. As a 16 year old student, I am sure that I would have enough energy and strength for the job, and I am most interested in gardening as that is my hobby. As a sophomore at Essex Junction High School, I am majoring in agricultural courses. Althcugh I have had no previous experience as a hired gardner, I have kept my family's garden and lawn in good shape; and I want the opportunity to become even better at it.

Two people have given me their permission to use their names as references.

Miss Betsy Malcolm
96 West Wind Lane
Essex Junction, Vermont

Mr. Mike Crandell
115 Sudbury Drive
Burlington, Vermont

May I have an interview with you at your convenience? My phone number is 864-1154.

Sincerely,

Terry Marshall

Author: Martha Malcolm

Job Application Form Exercise 9th Grade

Concepts
It is necessary to be able to fill out a job application form with the correct information and in the proper way.

Performance Objective
Given a job application form of general comprehensive scope--the student will fill it out--so that the teacher and one other student can judge it on correctness of information, and neatness.

Materials
Each student should be given a minimum of one Sample Job Application Form, they will also need a pen or pencil.

Lesson Capsule
It is necessary in this lesson to stress the importance of correctly filling out a job application form. Have the students figure out what important points must be remembered when filling out any job application form; example, accurate information, neatness, using "none" if the question on the application does not apply to you. It is also a must to point out to your students the reasons for the above; many times, a job application is the first contact an employer has with you-his prospective employee. Why then is a neat and accurate application so important? Let the class figure that out!

Once your students have neatly completed the application form, then collect them and distribute to another student--not necessarily a close friend. The "Student Interviewer" observing the application is to judge it on the basis as an employer would and is to write his comments or first impressions under "Interviewers Comments" about neatness, correctiness of information on the application, suitability of applicant for the job he/she has choosen, etc. Discuss with your students the points they should look for in observing and critiquing these applications before you pass them back. You can make a list on the board of their suggestions before they begin. Then before taking them up to critique them yourself, discuss common weak points found by the "Student Interviewers" as they were studying the application.

Refer to the unit Craft of Writing 235 for sample job application form.

Author: Martha Malcolm

The Interview 9th Grade

Concepts
Careers require different knowledge, abilities, attitudes.
Every person is an idividual, with different abilities, interests, needs, values.
Very career requires some special preparation.

Performance Objectives
The student will be able to demonstrate an understanding of the many aspects of a successful job interview.

Materials
Research books on occupations
Newspaper want ads

Lesson Capsule
In the course of your discussions about job preference and preparation, suggest to the class that their preferences and years of preparation will be for nought if they can't convince an employer to hire them.

Have the class then imagine what a job applicant can bring to the interview to increase the chance of being hired. Below is a list of possibilities:
a. tie, jacket, / dress
b. no extremes in clothes style
c. polished shoes
d. groomed hair
e. proper language - avoid using slang
f. ability to answer questions directly

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g. confidence
h. knowledge of your own background.
Prepare a checklist of these qualities for class use.

Next, ask the students to pair off. Each student is to choose a career and a specific job he or she would like to engage in. Have each student write a description of the job desired, including salary range, educational requirements, fringe benefits, job responsibilities. In addition, have each student write a want ad for the job desired.

Have students in each pair exchange information. Using their partner's prepared descriptions, each student will in turn become the personnel officer interviewing the applicant. During the interview, the interviewer's job is to evaluate the applicant, and the applicant's job is to convince the interviewer to hire the applicant. Have the personnel officer use the class prepared checklist at this time. If the students are willing, the interviews might be done while the rest of the class observes. If so, be sure to put the want ad on the board.

At the conclusion of the interview the personnel officer and the class should decide whether or not to hire the applicant. In both cases these decisions must be accompanied by constructive criticism.

Author: Edward Cornely

Library Skills and a Career Booklet 9th Grade

Concepts
Careers require different knowledge, abilities, attitudes.
Every career requires some special preparation.

Performance Objective
The student will demonstrate knowledge of a specific career through the employment of library skills.

Materials
Dittoed copies of career - cluster list
map of library
list of library resources
booklets of instruction on use of the periodical Guide to Literature.

Lesson Capsule
In order to give the student an idea of the wide range of careers, copies of the career cluster list should be distributed and discussed. After informal discussion of these careers, ask the student to choose one career he/she would like to learn more about.

Then, through teacher-led classroom discussion, it should be decided what information it is desireable to obtain in this investigation. The students might decide upon aspects similar to these:

1. Educational preparation
   a. cost
   b. places for prep.
   c. years of preparation

2. Job opportunities
   a. present
   b. projected
   c. influence of location
3. Personalities suited for career
4. Lifestyle career forces upon individual

They might also:

1. Write a series of paragraphs about
   a. why people work
   b. why are you interested in the job you have chosen?
   c. what skills are needed for the job and how are they used?
   d. what rewards are associated with the occupation?
      (self-respect; getting to know people; income; challenges)
2. Include magazine and newspaper articles and want ads pertaining to the job selection.
3. Include own drawings and cartoons related to the job. Make the notebook cover interesting and attractive.
4. Include pictures of goods produced by a person in the chosen profession, or scenes showing services being rendered.
5. List of books and magazines read.

The students should be given a tour of the library, should be instructed on library procedures, should be instructed in the use of the card catelogs, and should be given a tour of the career education resource center in the guidance office.

The students should be given class time to do their research. When the research is completed, they should return to the classroom where class time should be devoted to the writing of these career notebooks.

When the notebooks are completed, class time might be given to displaying all the notebooks and browsing through them.

Author: Edward Cornely

Wheel of Fortune 9th Grade

Concepts
A person's best career direction develops over a long period of time.
Every individual develops a personal "style" which he can fulfill in a career with a similar "style".
Every career requires some special preparation.
Career preparation must follow a plan.
Changes and conditions in the world affect careers.
People must adapt as the world changes.
A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

Performance Objective
The student will be able to describe a broad range of eventualities that can affect careers and career planning.

Materials
Reference books, related readings, materials for creating a "wheel of fortune"

Lesson Capsule

Initiate class exploration of the interrelatedness of school, career, and life planning. Divide the class into groups. Ask each group to develop a profile of an imaginary typical junior high student. Profiles should include the following:
Background information about student's home environment values, attitudes, interests, problem areas
Physical description ofthe student.
Description (or list) of student's interests (home and school), activities, personality, skills, abilities, goals(present and future), problems.

Have the groups trade profiles. Each group will study the profile of the "new" individual and then plan his senior year in high school. What courses might he or she take? What activities will he engage in? What kind of part-time job might he hold? How might he balance his time between study, hobbies, school, etc.? What conflicts with parents or other authority figures might be encounter?

Have the groups trade profiles and school plans again. This time, have each group develop a plan for their "new" individual's life for the year after graduating from high school. Will he or she go on to college, trade school, military service, a job? Will he marry, remain single, live with someone, join a commune? How will these choices affect his life-style? Students might draw up a schedule showing their imaginary character's activities during a week.

After all the profiles have been completed, discuss them with the class. Ask each group to explain what they had in mind for their original student's future when they developed the profile. Compare and contrast the initial ideas and the results.

Have students help you create a "wheel of fortune" on which events that might change a person's life-style and career are recorded. For example: Both parents are killed during the student's senior year; an unplanned pregnancy occurs; the high school graduate is offered a job in a distant state; the person develops a chronic illness or irreversible handicap that disqualifies him for his chosen career; the person's chosen career becomes obsolete. Encourage students to list factors having to do with age, health, additional training, past job experience, climate.

Have students exchange the profiles once again. Each group is to spin the wheel of fortune and analyze how the event would affect their character's life-style, attitudes, personality, goals. Then students are to develop two or three alternative plans for their imaginary character to consider. Have each group explain the plans to the class and tell how each plan would enable the individual to go on leading a productive, rewarding life. Allow the class to decide which alternative is most realistic.

Students might also discuss ways in which the imaginary individuals could have changed their earlier plans in order to prepare for unpredictable events in the future.

Observations

This type of activity leads easily into students' developing descriptions of their own present life-styles and projections about their futures. At this level, students should be encouraged to project a variety of tentative plans for high school and after realizing that these projections are open to change and that they are useful now only as tools to help them identify ideas and plans that need deeper exploration.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), pp. 124-26.

The Me Nobody Knows 9th Grade

Concepts
Every person is an indvidual, with different abilities, interests, needs, values.
A person's best career direction develops over a long period of time.
Every individual develops a personal "style", which he can fulfill in a career with a similar "style."
A person may be suited for several different careers.
The choice of a career usually irvolves a compromise between greater and lesser needs.

Performance Objective
The student will be able to present significant observations about his own personality and life-style and to relate these observations to possible choices of career and leisure-time activities.

Materials
Cameras, film, scrapbooks, cardboard boxes, scrap magazines, and newspapers.

Lesson Capsule
To initiate this self-exploration activity, write on the chalkboard, "Nine tenths of an iceberg is underwater, hidden from view. How much do others know about you? How much is hidden from view?"

Direct students to pair off with classmates they feel they know fairly well. Each person is to jot down notes about what the other is like - his interests, activities, hobbies, likes, dislikes, talents, abilities, skills, strong personality traits, and anything else that might help an imaginary person "get the feel" of what the person is like. At the end of the list, the student is to predict the career his partner might be likely to choose.

After students exchange notes and discuss them, call for several volunteer pairs to describe their experiment to the class. In what ways did their partner "hit the nail on the Head"? What kinds of things were hidden from view? What new things did the partners discover about one another? How did they feel about having another person look at them closely?

Present the idea that many people never really take a good look at themselves, much less anyone else. They are either too busy or feel that self-analysis is a waste of time. Perhaps they are afraid that they will not like what they see. Ask students how they feel about self-analysis. In what ways might periodic self-evaluations be useful? Could self-exploration help them to achieve more at school and at home, to make new or deeper friendships, to plan for a career? In what ways?

Suggest that each student devise a way of checking himself out. Encourage students to be as inventive and "far out" as possible. For example, students might create a "Me Box" by covering a large cardboard cube with pictures, sketches, and slogans cut from magazines that represent some significant aspects of their personality, daily activities, and general life-style. Suggest that they reserve one face of the cube for "prediction" pictures-pictures of possible future careers and leisure-time activities.

Or you might propose that students record their activities, hobbies, friendships, pets, thoughts, feelings, etc., by taking snapshots of themselves in and out of school. They might also take or collect pictures of possible future careers and leisure-time activities that interest them. The snapshots might be arranged in an annotated scrapbook titled "The Me Nobody Knows" or a similarly catchy name.

Other students might like to keep a log or diary of their activities, thoughts, and feelings for a week. They might elaborate the log by drawing cartoons or writing poems, limericks, or narratives.

When these projects have been completed, you might break the class into small groups to share the results. Encourage students to discuss what they have learned about themselves and how their personality and life-style influenced their choice of future careers and leisure-time activities. After each student has presented his self-evaluation suggest that the group provide some feed back. What did the individual reveal about himself that the class had not known before? Is the individual being honest with himself? Does he "put himself down," or "build himself up"? What alternative careers or leisure-time activities might the individual consider that seem to be related to his personality and life-style. What parts of each project did the class feel were especially well done?

Observations
Some students, especially those who choose to write diaries or logs, may prefer to keep their projects confidential. They should be allowed to do so. However, ask them to join the sharing groups and to explain how they approached the project, what they discovered about themselves, their career ideas, etc. Invite them to read aloud sections they would like to share, quietly "selecting out" more personal items.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), pp. 111-2.

PHASE ELECTIVE SEMESTER COURSES

The World of Symbols Fundamental English III

Concepts
People have many kinds of careers.
Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
Every individual develops a personal "style" , which he can fulfill in a career with a similar "style."
A person may be suited for several different careers.

Performance Objective
The student will be able to identify some of his or her personal traits and ideals and relate themto his or her career prospects.

Materials
Construction paper, other construction materials, paints, glue cutting tools.

Lesson Capsule
On a basic level, introduce the students to the idea of language being an organized system of symbols. For instance, the word "desk" means nothing unless it is related to the shape, size, and function of what we normally consider to be a desk. Point out to the students that unless accuracy is maintained in the use of these symbols communication and learning break down.

Next, lead the students to a discussion of the media, whose job it is to communicate ideas and information. Ask students to study TV commercials, radio commercials, newspaper and magazine ads. Ask them to identify the use of symbols in these ads. For instance, the recent Camel cigarette ad which asks the viewer to identify the camel smoker is an easy one to start with. Or, refer to any of the obvious automobile ads on TV. Ask the students to decide what symbols are supposed to represent. This activity can be extended until all students are sensitive to the use of symbols.

Once this sensitivity is accomplished, ask for a definition of "coat-of-arms." Point out that symbols in this case represent human qualities, such as boldness or strength or generosity or steadfastness. Discuss some of the typical symbols and what they represent for a family or individual. Explore the motive behind creating a coat-of-arms. For instance, to intimidate rivals.

Suggest that each member of the class choose some symbols that accurately represent his or her personal qualities or ideals. You might offer a sample coat-of-arms and indicate how it represents the individual's personal qualities.

Using construction paper, photographs, wood, plastic, metal, or other materials, ask each student to construct his or her own coat-of-arms. The finished product can resemble a formal coat-of-arms, or could be a collage or mobile. In any event, have the students form small groups, and have each student explain what the symbols represent. The other group members should feel free to offer constructive suggestions to improve the symbolic value of the coat-of-arms.

After each student has presented his coat-of-arms, ask the groups to relate the individual's qualities and ideals to the qualities necessary for success in various careers. The individual under consideration should take a part in these career suggestions.

As a culminating activity, bring the class back together and ask them to try and decide on some basic qualities necessary for success in most careers. Consciously try to rely on traits that often appear in the various coats-of-arms. Also, choose a particular quality that appears in the prepared coats-of-arms, and ask the students to list a number of jobs the personal quality is compatible with. For instance, the personal quality of enjoying helping others: nurse, policeman, hygenist, secretary, grocer, salesclerk.

Some information in this unit was taken from: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), pp. 184.

Author: Edward Cornely

Chain of Command Vocational English 112

Concepts

Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
People change, and sometimes change careers, as they go through life.
Any career area has different levels of responsibility.
A worker must understand not only his job but also his employer's rules, regulations, policies, and procedures.

Performance Objective
The student will be able to describe the operational structure of typical organization

Materials
Reference materials on occupations and organizational structure; graphic supplies.

Lesson Capsule
Suggest that students explore the similarities and differences in the structural, chain-of-command frameworks of various institutions and establishments. Invite suggestions about possible topics. Encourage students to think not only about their personal career interest areas and/or local establishments, but also about topics that might tie into their work in English classes.

For example:	Education	Compare the organizational framework of British and American educational systems.
	English and Art	Compare the job hierarchy of an advertising agency with that of a movie production company.

Depending on student interests, previous experience, available resources, and time, students might work independently or in small groups on a number of topics of general interest. The following procedural outline might be presented to the class with the suggestion that students help modify it to fit their needs.

Collect pictures, words, phrases cut from magazines and newspapers and develop a montage representing the topic under investigation. The results should give viewers a quick overview of products or services produced and the range of occupations involved in the area of study.

Develop a "chain of command" chart. Encourage students to experiment with their topic areas and to devise other kinds of graphic designs (perhaps overlaping circles or a mobile) to depict the interrelatedness and "status" of occupations within their topic area.

Create capsule descriptions of each occupation within the hierarchy. What are the duties and responsibilities of each job? What education, training, skills, innate abilities, personal traits are required? What kind of pressures and satisfactions are inherent in each position? What are the salary ranges? What are the requirements for promotion?

Visit an organization similar to the one being studied. Arrange for students to observe and, if possible, work with different employees at all levels of the hierarchy.

In a wrap-up discussion session, compare and cantrast the differnt "chain of command" charts. Note that companies and institutions periodically review their own structure and try to make changes that will improve efficiency of communication, cut costs, and make the best use of employees. Invite students to suggest modifications that might achieve one or more of these goals.

Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), p.215-217.

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Exploding Stereotypes Contemporary Concerns 122 Lesson #1

Concepts
Every occupation contributes to society.
Every individual can have a meaningful, rewarding career.
People pursue careers for many reasons.
The choice of a career usually involves a compromise between greater and lesser needs.
A person's relationships with other people, with his employer, and with society affect his own career as well as the careers ofothers.

Performance objective
The student will be able to evaluate an occupation in terms of its actual contribution to society rather than its prestige stereotype.

Materials
Local Yellow Pages; newspaper employment ads; job listings from employment agencies; filing cards.

Lesson Capsule
Have students collect and scan local employment ads and the Yellow Pages and develop a list of occupations representing widely varying aspects of community life. Work with students to group the occupations into categories. One simple grouping might be blue-collar workers and white-collar workers. Should students prefer other categories (perhaps professional, paraprofessional, skilled, semiskilled, unskilled). Invite them to help you adapt this activity appropriately.

After students categorize the listed occupations, have them work independently or in small groups to make a job card for each occupation. Cards should contain the job title and a brief description of the work. Students might use a color code to identify job categories.

In group discussions, decide where to place each job on a rating scale indicating prestige or status. Develop the scale visually on a wall or bulletin board, attaching job cards as students direct. Should students disagree on placement, make duplicate cards and post in two (or more) points.

Evaluate the resulting chart. Are any points on the scale dominated by one category of jobs? How many occupations have more than one position on the scale? Do the scale positions reflect factors, other than prestige (education, income, location of work indoors as opposed to outdoors, etc.)? If the occupations chosen do seem imbalanced toward status or lack of it, what does this show? Is there, among class members, a lack of familiarity with prestige vocations? Might perceptions of these jobs be conditioned by misinformation?

Ask students to research, as thoroughly as possible, one or more of the occupations that do not appeal to them. Suggest that they first identify personal factors and job characteristics that combine to evoke "turn off" feelings about the occupation. Then have them identify as many positive, rewarding, constructive aspects of the job as possible in an attempt to "explode stereotypes" existing about the occupation. Students might write or interview workers in the occupation they explore for more specific, personal, "human" data.

As students present the results of their research, have the class reevaluate the position of each job on the rating scale and move any that now seem inappropriately placed. In some cases, does familiarity breed respect rather than contempt?

Observations
Is it possible that your class may discover some jobs that remain in, or move down into, the low range of the prestige rating scale. This provides an excellent opportunity to discuss questions such as these:

Does having a low-prestige job mean that the individual lacks ability? education? intelligence? drive? motivation?

Does holding a low-prestige job mean that the individual is not contributing to society? not supporting a family properly? not being a good citizen?

Help students explore their own experiences and examples in literature, movies, and television programs to discover evidence that job status seldom reflects the worthiness of persons holding the job.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), p. 153-4.

Contemporary Concerns 122 Lesson #2

Concepts
People have many kinds of careers.
Every occupation contributes to society.
Different occupations are interrelated in many ways.

Performance Objective
The student will be able to list job opportunities for a person living in Chittenden County and will code them according to abundance and availability.

Materials
5 X 7 cards used in Lesson I
phone book, Burlington Free Press, commercial directories.

Lesson Capsule
Using phone directories, the newspaper and their own knowledge of their surrounding communities, have students outline major businesses in Chittenden County. They should also include various service occupations that are found in every community.

Once the industries, companies and professionals have been listed, students should determine as closely as possible the job opportunities offered by each. They should contact the major industries (IBM, G.E., Vt. Furniture) to determine those positions if it is not immediately obvious and should list jobs from executive to maintenance level.

Students should then use this data to reassemble their first bulletin board, arranging their job cards according to availability in Chittenden County. The physical arrangement should immediately point out those most abundant in this area.

A class discussion should follow aimed at pointing out which jobs are most available in our area. It will become obvious that just because there is a frequency of a certain job that it does not automatically mean that jobs of that type are readily available. Are any jobs available because of negative connotations they have? Do most have special skills or education requirements? This is an opportunity for the teacher to reinforce the previous unit on stereotypes.

Author: Mary Lynn Riggs

Financial Facts of Life Contemporary Concerns 122 Lesson #3

Concepts

Every individual can have a meaningful, rewarding career.
Every person is an idividual, with different abilities, interests, needs, values.
Every individual develops a personal "style," which he can fulfill in a career with a similar "style".
People pursue careers for many reasons.
A person may be suited for several different careers.
Every career requires some special preparation.
The choice of a career usually involves a compromise between greater and lesser needs.

Performance Objective

The student will be able to evaluate several potential career choices in terms of the standard of living he or she would like to attain.

Materials

Reference books, career kits, audiovisual materials.

Lesson Capsule

Have students mentally project themselves ten or fifteen years into the future and write a brief description of what they think their life-style might be. If necessary write a list of guide words on the board for consideration. For example:

Married or single
Own or rent home (appartment, trailer)
Children
Furniture
Car
Clothes
Vacation
Recreation and entertainment
Insurance
Savings

When the life-style projections are complete, have each student select four careers to research in terms of income, location of work, future employment opportunities, and other conditions that might influence his or her personal life (education, chances of promotion, status, and so forth). Two of the occupations should be careers the student is considering seriously. One should be a related career. One should be a career the student never has thought about before.

Finally, help the students develop budgets based on their desired life-style and on each of the careers they investigated. In addition to life-style considerations, students should also include estimates of income and property taxes, utilities, repairs, office and equipment costs (if in business for themselves), emergency funds, birthday and holiday gifts, education costs, job level and income after ten years of experience.

When the budgets are completed, divide the class into small groups of no more than five students each to compare their ideas of life-styles, job markets, budgets, and career problems. Also have each group work with individual members who came out with too much month at the end of his or her money. Guide them in suggesting solutions (adjusting the budget, moonlighting, sending the marriage partner out to work, and so on).

Observations
For many students, budgeting is a meaningless concept. The money they earn and spend while still living at home does not drastically affect their life-style. By projecting into the future and attempting to match careers with life-style goals, students are able to test the impact of independence and decision-making without bearing the consequences of their actions.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972), p. 218-9.

Famous People 123

Concepts
Every person is an individual, with different abilities, interests, needs, values.
Every individual develops a personal "style", which he can fulfill in a career with a similar "style."
People pursue careers for many reasons.
The choice of a career usually involves a compromise between greater and lesser needs
People change, and sometimes change careers, as they go through life.

Performance Objective
The student will be able to evaluate a range of personal qualities in terms of professional success.

Materials
Biographies of: Sugar Ray Robinson
Jackie Robinson
Joan Baez
Florence Nightingale
Chief Crazy Horse
Dr. Albert Schweitzer

Lesson Capsule
While reading and discussing the life of a famous person, try to elicit from the students the physical qualities this famous person possesses that helped him or her succeed in his or her chosen profession. Try to develop a detailed list of these qualities, identifying the qualities most crucial to success in that given professior

Next, ask students to describe the personal qualities of that person that helped him or her succeed; emphasize qualities of character. Develop a list of these personal qualities.

Consider next the question of success. Why, for instance, wouldn't Dr. Schweitzer successfully function as a singer, even if he had a good voice? Why wouldn't Jackie Robinson succeed as a bookkeeper, even if he had sufficient math abilities? In other words, the careers these people chose agreed with their personal qualities as well as their physical qualities. The answers to questions like these should make the student aware that an evaluation of personal qualities is involved in career choi and success as much as an evaluation of physical talents is involved.

To further explore the importance of personal qualities, create conflict situations in which the famous person's livelihood is denied him or her because of a physical

infirmity. For instance: 1. Jackie Robinson loses a hand.
2. Joan Baez gets cancer of the larynx.
3. Sugar Ray Robinson goes blind.

Using the previously prepared list of personal qualities, ask students to suggest alternative careers this famous person might pursue that are compatible with his or her personal qualities. Be sure students give reasons to support their choice of alternative careers.

Author: Edward Cornely

A Pictorial Explanination of Your Career Basic Communications 125

Concepts
Every individual can have a meaningful, rewarding career.
Careers require different knowledge, abilities, attitudes.
Careers can be grouped in various ways into "families", requiring similar abilities and providing similar rewards.

Performance Objective
Given a cluster concept of job listings, career booklets, and collage materials, the student will study a career of his/her choosing then create a collage or mobile depicting various aspects, opportunities, and responsibilities of the job, and explain this collage verbally to the rest of the class as well as hand in a written explaination which covers the main points of the job such as the following: salary, education, training, availability, demand, future, locality, experience, etc.

Materials
Career Cluster Concept List, booklets from guidance, scissors, cardboard, glue, string old magazines, colored paper.

Lesson Capsule
In dealing with Basic Communications, this activity involves not only career education in a subtle way, but also deals with communication through written , pictorial, and verbal means.

Present the Career Cluster Concept List to each student in mimographed form. Let the students talk about it and the various fields it lists. Ask if anyone can think of some additional occupations to add. At this point, you might wish to discuss in general how each of the various clusters differ in such aspects as pay, training, availability, etc. Each student will have some negative or positive feelings towards the various groupings of jobs; and perhaps through the discussion the student can then narrow a particular cluster down in his or her own mind to decide on one job field he or she would like to explore.

Next, either the teacher or student should go to guidance and secure the proper career phamplets dealing with the job he or she has choosen to study and also secure any additional information either from Guidance, from the library, or from someone in that particular field.

After obtaining the study material, have the students discuss and come up with important points that each one of them must find when reading over the career material.

These points will more than likely be reiterations of those required aspects discussed when looking at the cluster concept, such as pay, training, availability, education, demand, future, locality,experience, etc. These suggested points should be written on the board as they are verbalized.

The second step is for the students to write out from their course of study in looking at their individual job choice the information theyfound which answers those various points raised. Make sure you look over these papers to see if all of those facets have been answered.

Lastly, the students can then begin a collage (or mobile) expressing those aspects of the job which they choose to study, and also how they view the job. Each part of the collage should have a meaning which can be explained. This collage will probably take a few days for them to make and do it well. Upon completion of the collage they must explain it to the rest of the class members and discuss these points that they found in the research of the job. Each part of the collage should be clarified so as to be understood by all, and if grades are to be given, they should be graded on the paper that they hand in dealing with the main points that they were to look for in their research, as well as how well they covered these points and any additional feelings about the job in the making and discussion of the collage.

Author: Martha Malcolm

Broadcasting 135

Concepts

Careers require different knowledge, abilities, attitudes,
Every career requires some special preparation.
Any career area has different levels of responsibility.
A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

Performance Objective

Having been exposed to various careers in broadcasting, students will complete a career booklet, following the format below for each job they come in contact with. As part of the same project, students will complete a similar sheet on their final exam for the most desirable broadcasting occupation in their estimation.

Position:
Type of radio station:
Job description:
Qualifications:
Education:
Hours:
Room for advancement:
Salary range (if possible):

Consultants

Yancy Stillinger - EJEC audiovisual department.
Personnel from various radio stations (This is particularly variable in the broadcasting business, depending on the current job and hours of the individuals involved Radio people who were particularly helpful in 1972-73 are the following: Bill Hunter Tom Cheek, John Hill and Val Carter).

Field Trips
2 trips to local stations: AM "pop" station (WDOT)
FM station (WVMT)

Materials
dittoed career booklet, consisting ofhierarchy outline and 7 pages of form noted in objective.

Activities
1. With the semester's introductory material the students will be presented with the hierarchy and typical job breakdown in the average radio station, falling into the categories of technical, production and sales. At this time a description of the career project will be given, along with instructions for completion of the booklet.

2. During the duration of the semester speakers from local radio stations will be contacted and invited to speak concerning their jobs, either at the school or during a fieldtrip to their station. The following positions should be covered by speakers: Manger, newscaster, announcer, Salesman, sportscaster, electrical engineer &/or technician, Copywriter
Students will listen and ask appropriate questions so as to fill in one page for each speaker they have.

3. Fieldtrips should be taken to 2 different radio stations: one small AM station and one larger one with FM facilities. During the tour students should take note of various personnel, their activites, working conditions, dress in order to complete things they were unable to answer before in their booklet.

4. At the end of the semester students will assess themselves and the available broadcasting occupations and hypothetically choose the one most suitable for them, giving reasons for their choice.

Author: Mary Lynn Riggs

Filmmaking 137 Project #1

Concepts
Careers require different knowledge, abilities, attitudes.
Every career requires some special preparation.
A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

Performance Objective
The student will study the various aspects of a certain occupation and then make a film in order to present this occupation to his peers. The film would then be used in career guidance.

Materials
dittoed checklist (see activity #3)
cassette tape recorder 1 tape
S-8 camera & film
S-8 projector

editing equipment
film loop projector for guidance office preferable.

Activities

1. Student will identify an occupation of interest to him that he would be willing to study in depth and to present to other students.
2. Student will choose a person in this occupation and secure permission to interview and then film him in his place of employment. Permission will normally be necessary from both subject and employer.
3. Through previous knowledge and that gained in an interview with the subject, the student will fill out the outline below. This interview should be taped and saved for later use.

Occupation:
Name of Subject:
Job Description:
Working conditions:
Qualifications:
Education/training program:
Dress:
Hours:
Salary range (if possible):

4. After talking over career and ideas for film with the teacher, the student will write a shooting script for the film, being certain that each aspect of the outline is covered through sound, visual or both aspects of the film.
5. Processed film should be edited according to script & outline. Soundtrack will be a combination of commentary and parts from recorded interview.
6. Arrangements will be made to show the finished film to subject and employer, if interested.
7. Film will be put in guidance office for use in career planning.

Author: Mary Lynn Riggs

Filmmaking 137 Project #2

Concepts
Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
Different occupations are interrelated in different ways.

Performance objective
The student will investigate one filmmaking career and establish the duties of a person in that position. He will then view 2 different films and do a detailed analysis of what that person's role was in making each of the films seen.

Materials
16-mm projector & screen
6 films with varied technique:
documentary: Children Adrift, Contemporary Films
animation: The Apple, Mark IV films
special effects: Catch The Joy, Pyramid films
film with storyline: The Sand Castle, Pyramid films

montage: Turned On, Pyramid films
miscellaneous: The Rise & Fall of the Great Lakes: Mark IV Films
Books: Movie People: Baker & Firestone
The Filmdirector as Superstar: Gelmis
How To Shoot a Picture Story: Gaskill

Activities
1. The student will choose one of the filmmaking careers listed below and will write a detailed description of the job, using library references to supplement the knowledge gained thus far in the course.

Screenwriter	Editor	Director	Animation Artist
Producer	Actor	Cameraman	Sound Man

2. The student will view six short professional films employing varied techniques. He will choose two that he would estimate "his person" to have had an interesting job in making.
3. The student will view the two films he selected a second and perhaps third time, zeroing in on what "his person" would have done during each part of the film.
4. The student will do a written analysis of the part of a certain person in both films. He will compare and contrast the things to be done in each film and the job that was done. He should be certain to call "his person" by name in each film analysis (note credits).

Author: Mary Lynn Riggs

Independent Study 152

Concepts and Rationalization
Independent Study allows the student freedom to pursue, with some limitation, his own field of study. High school students taking this course, as many other students, are often unsure of what career they wish to pursue after graduation. Sometimes they are interested in fields which they have little real knowledge of and may be completely unsuited for. This course offers them the opportunity to investigate one or more careers in which they may have some interest and this study is a perfectly legitimate part of the course.

Performance Objectives
The student should, after research, interviews, actual experience, or any other means, be able to provide a detailed written analysis of the particular field he has chosen. The report should show a real understanding of the career's requirements and responsibilities.

Materials
a. Consult the enclosed list of career related novels, books and pamphlets.
b. Library research should include use of encyclopedias and other reference works as well as use of the card catalogue.
c. Consider interviewing people already experienced in the field or career.
d. See the guidance counselors, including the Vocational Guidance Director.
e. Talk to teachers, particularly those in the vocational area, about the fields. They may be able to provide materials useful to a study of the career.
f. A supplementary list of guidance office materials available to the student arranged according to the vocational courses offered in this school follows:

Lesson Capsule

The student in this course, particularly one who is unsure of his/her future, should be encouraged to work on a project involving a particular career. Never force a student to do a project on a career. The student may also go into particular aspects of a career and do individual projects on some phase of the work involved in that career. If the student is doing a general analysis of the career he should consider the following: description of the career, type of person eligible, skill requirement, day to day activity, income, security, preparation needed before hiring, and many other factors. There may be exceptions, but in general, the report should be written and written so that it shows an understanding of the career and is not merely copied from a source. If at all possible, encourage the student to interview someone in the field and include this in the report.

Books in Guidance office: (note: Careers listed have course offerings in the high school for career preparation.)

Agriculture
- Hutchison: Your Future in Agriculture

Art
- See list under Individualized Reading 251

Automotive
- Bradley and Taylor: Aim for a Job in Automotive Service

Building Trades
- Sumicrast and McMahon: Opportunities in Building Construction
- Kasper: Careers in Building Trades
- Daly: Aim for a Job in Building Trades

Business-Secretarial
- Becker and Lawrence: Success and Satisfaction in Your Office Job
- Anderson: Secretaril Careers

Child Care

Culinary Arts - Chefs
- O'Connell: Aim for a Job in the Bakery Industry
- \- Your Future as a Dietitian
- Rosenthal and Folsom: Food Preparation and Service

Dental Hygiene
- See other list, "Doctors-Hospitals-Medicine"

Drafting
- DeLong: Aim for a Job in Drafting
- Stern: Opportunities in a Drafting Career

Electrical Trades

Electronics
- See other list "Engineers"

Forestry
- Joseph: Careers Outdoors
- Demmon: Opportunities in a Forestry Career
- Hanaburgh: Your Future in Forestry
- Herbert: Careers in Natural Resource Conservation

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Graphic Arts
- Reinfeld: Your Future in Printing
- Ballinger: Opportunities in Graphic Arts
- Reinfeld: Opportunities in Graphics Communications
- Fuijita: Aim for a Job in Graphic Design/Art

Health Assistants:
- Chernok: Your Future in Medical Assistance
- Paul: Your Future in Medical Technology
- see also other list under "Doctors, etc."

Home Economics

Landscape Architecture - Nurserymen
- Griswold: Opportunities in Landscape Architecture
- Frazier and Julin: Your Future in Landscape Architecture
- Pinney: Your Future in the Nursery Industry

Language - Foreign Service
- Huebener: Opportunities in Foreign Language Careers
- Delaney: Your Future in Foreign Service
- Harrigan: Opportunities In Foreign Service
- Lavine: Outposts of Adventure
- Hervert and Krosney: Careers and Opportunities in International Service

Metal Working - Industrial Arts
- Berg: Aim for a job in Welding
- Stern: Machine Shop Trades

Photography
- Johnson: Photography Careers
- Keppler: Your Future in Photography

Music
- See other list

Sales-Business (Distributive Ed.)
- Sommer and Kedzie: Your Future in Insurance
- Rosler: Opportunities in Life Insurance Selling
- See also other list under "Business"

Author: James Manchester

The Future and Your Career Humanities I 232

Concepts

Every individual develops a personal "style" which he can fulfill in a career with a similar "style".

People change, and sometimes careers change, as they go through life.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

Behavioral Objective

Given proper reasearch materials as found in Guidance, the school Library, and lists of various community resources, the student will investigate the career of his or her choice, specifically, looking at its affect on his or her future as well as futureprojections for the career, and this investigation will be presented in a well written report form of a minimum of 3 pages plus a bibliography, as well as being discussed in a round table class discussion.

Materials

Memographed Cluster Concept Job List, transparencies on the card catalogue, filmstrip on the Readers Guide to Periodical Literature, research materials such as bibliographies, library books, guidance job phamplets, list of available community resources, introduction to correct writing techniques (introduction, body, conclusion) and research techniques (memogrphed bibliography listing example).

Lesson Capsule

Humanities I not only deals with art, architecture, and music, but it also deals with man and possible life styles of the future as seen from the books used, 1984, Brave New World, lost Horizons, and Walden II. This career education lesson fits in with that study of the future, as well as providing an interesting and personal study into each students's choosen career.

The initial phase is that of discussing a career and how it affects not only its future but the future of its owner. Take, for example, teaching. In looking at it, one must consider salary, for it will always be more limited in how much one can earn due to salary steps. Therefore one's house, size of family, food consumption, travel, etc., will be limited in various degrees. Much at home work is required also. Once one is in a particular setting, it is not advantageous to switch to another state after a certain number of teaching years due to the loss of retirement pay; so this fact limits one's freedom to "pick up roots". It is also necessary to continue one's schooling in order to be recertified. Favorable facets are the time off that teaching allows, time for family, travel, and hobbies. Other benefits are medical care and such discounts as free museums for teachers (Shelburne Museum). Being one's own boss to a certain extent has many advantages. And lastly, teaching provides equal opportunity for both men and women. In addition, you will want to discuss the future of educational needs and teachers. How will our role change? What projections can the students make?

After presenting this illustration, you should ask the students about their job choice. Hand out memogrpahed sheets of the Career Cluster Concept List to give them an idea of possible choices to investigate and discuss briefly any questions dealing with this list. Most students will probably have in mind a job choice that they want to investigate.

Upon completion of this class investigation and discussion, you can then begin the research stage. The students are to research into the job of their choosing and make projections concerning its various aspects and requirements such as pay, availability, need, education, training, etc., all of which are to be future projections. In addition, they are to elaborate upon how this career will not only affect their future but change with the future.

First, clarify the possible places for the students to begin looking for information such as the library, guidance, and any community resource lists you memographed. With the use of the library, be sure and review the card catalogue usage (as can be found in an overhead transparency set within the English Department) and the use of the

Readers Guide (as can be found on a filmstrip within the English Department). It is also important to review briefly how to correctly write a paper by using an introduction, body, and conclusion. Students having taken Composition I must follow this form; and for all others, it can get them started correctly if you stress how to do it. Lastly, in research, clarify the form of a correct bibliography page. A memographed hand-out is important here. Examples of a Bibliography can be found in Warringer's English Grammar and Composition 10. Students should have a minimum of three listings on their bibliography page.

As found from past experience, when students are doing research within the library and the Guidance Department such as this kind, it is good to limit the time to approximately two days of library work and one to two days of in-class work. By this time, their studies are nearly always completed. It is also wise to circulate when they are working in order to help them with problems of research and composition.

In concluding this career future study, create a circle discussion group and let each student expound on his or her findings and then in this manner any additional information and thoughts concerning that career's future can come from the other classmates. The "Future and My Career" papers should be graded on both content and form.

Author: Martha Malcolm

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Values Recognition and Conflict Resolution
Literary Explorations II 233

Concepts
Every person is an individual, with different abilities, interests, needs, values.
A person may be suited for several different careers.
A person's relationships with other people, with his employer, and with society affect his own career as well as the career of others.

Performance Objective
The student will demonstrate an awareness of his or her own values and will exercise those values in conflict situations.

Lesson Capsule
Interest the students in thinking about values important to them and that might be important in a career. In order to stimulate thought, expose the students to the following employer-employee case studies. Ask the students to identify the value(s) exercised, to evaluate the actions of each person in the case study, and to offer solutions to the conflicts presented.

Cooperation
A number of customer complaints were made to the manager of a small department store about the poor service rendered by the sales clerks. Most of the complaints mentioned situations taking place during the hour between noon and 1 p.m. As the experienced sales clerks got their choice of lunch hours, most of them went to lunch between noon and 1 p.m. This left the newer, inexperienced girls to handle the customers during this time.

Customer traffic is paricularly heavy during this time, and the manager requested all employees to be on the floor during this hour each day. Lunch hours are to be taken only between 11 a.m. and noon or between 1 p.m. and 2 p.m. Barbara had been taking her lunch hour at noon since she began working in the store six months ago. As she usually had lunch with a friend, Barbara continued leaving at noon. The manager noticed this and warned her that if it occurred again her services would no longer be needed. Barbara, thinking she had "earned" the right to a noon lunch hour, felt the manager was being unfair.

Honesty
Linda and Lisa are secretaries in a large corporation that manufactures space vehicles. Linda always arrives at work 10 to 15 minutes late, then goes to the ladies room to put on her makeup. She finally gets to her desk about 8:30. Lisa always arrives at her desk promptly at 8 a.m. and begins her work. Even though Linda has better secretarial skills than Lisa, Lisa got a raise when it came time for salary review and Linda didn't.

Willingness to Learn
John, 20, worked at Graham's Garage. He was unusually slow in performing brake jobs for customers. When his supervisor tried to show him how he could do it faster, he refused to listen. He said that his way was the best even though it was slower. John had shown a similar attitude about other jobs around the garage, always insisting on doing things his way-whether his way was best or not. His supervisor finally had to fire him because of his unwillingness to learn.

Dependability
The Home Improvement Center hired Arnold part-time to stack lumber, make deliveries, and assist wherever needed. His duties for a particular day were not usually known ahead of time, but he was given direction each after-

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noon when he reported for work. Last Tuesday he was stacking lumber. When he finished the job, early in the afternoon, his boss told him to take off early as everything seemed to be caught up. The next day Arnold didn't show up for work at all. When he came in on Thursday afternoon, the boss told Arnold he was fired. It seemed that on Wednesday morning the Center had made a lot of sales which were to be delivered that afternoon. Since Arnold didn't show up or call in, the manager hired another boy to make the deliveries.

Acceptance of Criticism

Jack was a checker in a large grocery store. He was a good worker, very dependable, and never late for work. However, he made at least one mistake a day on his cash register receipts because he tried to ring up the groceries too fast. The manger became weary of seeing notes in Jack's cash register each day explaining his errors, so he decided to speak to Jack about it. He suggested that Jack should slow down a little and try to be more accurate. Jack became very upset and quit his job because he could not accept constructive criticism.

Other cases involving values might deal with loyalty, enthusiasm, willingness to follow directions, initiative, love of physical activity, a liking for risk, a desire for wealth, power to make decisions, desire to help others.

When studying each case, help the students realize that careers require the exercise of certain values, and that oftentimes on-the-job conflicts arise because of differences in people's values.

When the cases have been studied and a list of all the values discovered is made, ask each student to select two values that he feels are important to him and have him find careers that would permit him to exercise these values. Have him defend in written form both the importance of these values to him and his choice of careers.

Then ask the students to form small groups. Have each student present his values and career choices to the other members of the group, and have the group members insist that the student back up his position with solid reasoning.

After all members of all groups have presented and defended their values and careers, have each group develop a brief script illustrating an on-the-job conflict situation between one of the following: two or more employees on a job, an employee and his or her supervisor, an employee and his or her employer, an employer and a customer. Encourage students to create conflict situations in which their chosen values are challenged or are at issue.

You might offer the following example if the groups are having trouble:

> 'An employer who is a stickler for having his employees arrive at work on time (though he is habitually late himself) asks two individuals who are known to arrive at work consistently early to "take attendance" each day, without being obvious. The other employees soon discover who the "spies" are in their midst and ostracize them. In addition, everyone decides to arrive, en masse, fifteen minutes late every day, reasoning that the employer could not afford to fire all but the two stooges and will eventually bring his gripe out into the open so a resolution can be worked out. The employer retaliates by issuing a memorandum that only persons who are consistently on time for work will receive pay raises and promotions. Both spies receive both types of 'reward' but find the 'victory' hollow because no one will work with or cooperate with them. Together, armed with written resignations, they confront their employer with the inappropriateness of his tactics.

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Once the script is prepared, have each group role-play their conflict situations for the class. After each presentation, ask the class for alternative ways of resolving the conflict. Have the students evaluate solutions to conflicts in terms of viability, feasibility, long- and short term rewards.

Some materials in this unit were taken from:

1. Grady Kimbrell, Ben Vineyard, Activities in the World of Work, (Bloomington, Illinois, 1972), pp. 58-64.

2. Dr. James Bottoms, et.al., ed., Career Education Resource Guide (U.S.A., 1972), pp. 160-1, 196.

Author: Edward Cornely

The Role of Writing in Getting a Job Craft of Writing 235

Concepts
Careers require different knowledge, abilities, attitudes.
Every career requires some special preparation.
Work experience facilitates career decision-making.

Performance Objective
The student will demonstrate the writing skills employed in the pursuit of a job.

Materials
Ditto copies of letter of application
Ditto copies of job application form

Lesson Capsule
Before students start using writing skills in pursuit of a job, they can use writing skills to establish a stiuation. Ask each student to choose a job they are at least considering following as a career. After introducing the students to the available resources in the guidance office, ask each student to write a brief description of that job. The description might contain the following information:

1. preparation necessary
2. salary
3. location
4. personalities suited for the career
5. responsibilities of the job

After the description is written, ask each student to create a want ad for a job in their chosen profession. You might want to first look at the format of want ads in various newspapers. The student's completed want ad should state that interested applicants should write for more information. Below is a sample want ad:

> Premium Oil Company wants 20 men age 18-25 to train as assistant managers for Premium service stations in Detroit area. Earn while you learn. Write Frank Collins, Premium Oil Company, 310 Ocean St., Detroit, Mich. 48233. Give age, education, experience.

Next, discuss with the students what information should be included in a letter answering a want ad. For instance:

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1. education that might be useful on the job.
2. relevent job experience.
3. Two references (be sure to secure reference's permission first).
4. Other activities that might make you a better employee.
5. A request for a personal interview.
6. Your telephone number.

see the end of the unit for a sample letter. Although obvious to you, point out to the student the need for accuracy in writing this letter.

After the letter has been written (or rewritten, if necessary), inform the students that they've all made a favorable impression, and they've all been sent formal application forms to fill out. Using the sample application form at the end of this unit, emphasize that the students should remember these three things when filling out the application:

1. Carefully follow the directions on the form.
2. Fill it out neatly.
3. Answer all questions it asks, so the person in charge will not have to ask you to go back and finish it up.

This activity might be continued by having you (the employer) respond with a letter requesting a personal interview. Then have the student reply to that letter in written form.

FILLING OUT AN APPLICATION FORM

Wherever you start your job hunting, at a State Employment Service office or at a company, one of the first things you will be asked to do is fill out an application form. This form helps the employer get to know you.

- Follow the directions on the form carefully.
- Fill it out neatly.
- Answer all the questions it asks, so the person in charge will not have to ask you to go back and finish it up.

Below is the application form used by the State Employment Service. If there are questions you cannot answer (for instance, if you have never had a job before) leave that part blank.

This is just a practice form. If you are asked to fill out a form like it when you go job hunting, and you mess up the form, what do you do? Ask for another one. They will be glad to give it to you. The important thing is to make sure the form you finally turn in is neat, complete, and easy to read. This will make a good impression.

1. Print Last Name	First Name	Initial	2. Social Security No.

3. Address (Street, City, State, Zip Code)

4. Telephone Number	5. Height Ft. In.	Weight Lbs.	6. Birth Date

7. Describe any physical disability	Law prohibits discrimination because of age.

8. Education and Training (Circle highest grade completed)	Grade School 1 2 3 4 5 6 7	High School 1 2 3 4	College 1 2 3 4

Name of High School or College	Course	Date of Graduation or Last Attendance

9. Subjects liked best_____
   Subjects liked least_____
10. What kind of work have you thought of doing for a living?_____
11. Why do you think this would be a good king of work for you?_____
12. Have your family, teachers, or friends suggested any king of work for you?____
    If so, what?_____
13. How did you feel about this suggestion?_____
14. Do you plan further education? No_Undecided_Yes_What School?___What course?
15. Indicate your extracurricular activities in high school_____
16. What are your hobbies and pastimes outside school?_____
17. List your last job first, then list any other job you consider significant:

Name of Firm			Describe work you did
Address			
Kind of Business			
Employed from Month Yr.	To Month Yr.	Rate of Pay	Reason for Leaving:

— — — — — — — — — — — — —

William D'Amato
896 Dean St.
Detroit, Mich. 48233

July 6, 197_

Mr. Frank Collins
Premium Oil Company
310 Ocean St.
Detroit, Mich. 48233

Dear Mr. Collins:

I am writing to you to apply for a job as assistant service station manager that you advertised in the Detroit Free Press on July 6. Here are my qualifications:

I am 18 years old and a graduate of the James Fielding Vocational High School. I completed a three-year course in auto mechanics and have also had courses in drafting, electronics, and bookkeeping.

Last summer I worked full time as an attendant at the Fleetwood Service Station, 3310 Gramatan Avenue, in Detroit. My boss there was Mr. Andrew Conger.

I also have my own car and make all the repairs on it myself.

I am sure I could do a good job for you as an assistant service station manager. I would greatly appreciate a personal interview. If you wish to call me, my telephone number is PE 7-6249.

Sincerely,

William D'Amato

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Parts of this unit were adapted from:Miriam Lee, Jobs in Your Future (New York, 1967), pp. 44, 58-9.

Author: Edward Cornely

Speaking About Speech Introductory Speech 236

Concepts
Every career requires some special preparation.
A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

Performance Objective
The student will be able to demonstrate the importance of good speech in a particular career.

Materials
Career information available in the guidance office.

Lesson Capsule
In the motivated sequence section of this course the informative speech is taught. During this unit it is appropriate to institute career education involvement.

After the principles of the informative speech have been studied, ask each student to choose a career they have at least a passing interest in. Explain that since the purposes of the course are to develop the talents of poise, confidence, and communicative ability, it is therefore appropriate to investigate the role of these talents in particular careers.

It might be helpful to divide their speeches into these three areas:
1. How and why poise is useful in this career.
2. How and why confidence is useful in this career.
3. How and why communicative ability is useful and necessary in this career.

During their preparation of these speeches, encourage students to include specific situations which will clearly illustrate the role of speech in a career. The students should refer to career information in the guidance office and may want to consult with an individual in that profession.

It should be noticed that the results of this activity may help the students comprehend the entire purpose behind the course.

Author: Edward Cornely

Career Education Involvement in Individualized Reading (251)

Career Education Concepts and Objectives

The Individualized Reading course is designed to allow students to do a considerable amount of reading on their own during the course of the semester. It has been found through discussion with the students that many of them are quite unsure of what kind of occupation they would like to become involved in after they are done with their formal schooling, or what kind of field they would like to pursue during their college years. Therefore it is felt that guiding students into reading fiction and nonfiction related to specific fields is perfectly within the realm of the course. The major objective is purely on the informational level - that of having students try to get some idea of what a particular field may be like from their reading - both fictional and real life stories.

Implementation

1. At the beginning of the course, discuss briefly the idea of career education with the students and encourage them to choose a particular area as one of their reading topics during the semester.

2. Explain to students that you, the teacher, have a fairly comprehensive list of books on particular fields available and encourage them to use this list. Also, explain where these books may be found.

3. Reinforcement of these ideas must be brought out on an individual basis with students. Remember, however, that choosing a career related reading topic is purely voluntary and should not be forced upon the student.

4. The final result will be, if the student so desires, the nine week paper that is required of each student. This paper, based upon a particular reading topic during the marking period, should synthesize the student's ideas on a particular career and help him to gain a much deeper understanding of that career.

CAREER RELATED NOVELS - Fiction and Nonfiction

- This list of career related books will be revised, deleting and adding books, periodically.

* Books in E.J.H.S. Library

ARTISTS (Architects, painters, sculptors, etc.)

* Forsce: Frank Lloyd Wright: Rebel in Concrete
* Gallico: The Snow Goose F (painter)
* Maugham: Of Moon and Sixpence F (Paul Gauguin)
* Rand: Fountainhead F (Architect)
  Roth: Your Future in Architecture in guidance office
  Piper: Opportunities in Architectural Careers " " "
  Roth and Weiss: Art Careers " " "
* Stone: Agony and the Ecstasy (Michelangelo)
  Lust for Life (Van Gogh)
* Time-life books: on Cezanne, Leonardo, Manet, Picasso, Rodin, and many others

BUSINESS CAREERS

* Lewis: Babbit (real estate)
  Norris: The Octopus (Wheat growers versus railroad)
  Rand: Atlas Shrugged (railroads)
  writers like Taylor Caldwell, C. Hawley, T. Dreiser
  Ankers: Opportunities in an Accounting Career - in guidance office
  Locklear: Your Future in Accounting " " "
  Singer: Your Future in Advertising " " "
  Clarke: Opportunities in Advertising Careers " " "
  Boynton: Your Future in Banking " " "
  King: Career Opportunities for Women in Business " " "
  Rosler: Opportunities in Life Insurance Selling " " "
  Popnam: Opportunities in Office Occupations " " "
  Durst and Stern: Your Future in Real Estate " " "
  Haas: Opportunities in Sales Careers " " "
  Noyes: Your Future as a Secretary " " "

Doctors - Hospitals - Nurses

Berrill: Albert Schweitzer: Man of Mercy
* Others
* Daniel: Story of Albert Schweitzer
* Cronin: The Citadel
* Dooley: The Night They Burned The Mountain
Dr. Tom Dooley: My Story
Promises to Keep
* Hemingway: A Farewell to Arms (nurse - medic)
* Newell: A cap for Mary Ellis
* Nolan: Making of a Surgeon
Russell: A Lamp is Heavy
Singer: My Mother, The Doctor
* Baker: First Woman Doctor: Story of Elizabeth Blackwell
* Lee: The Physician (Time-Life)
*Blythe: Mountain Doctor
* Manton: Elizabeth Garrett, M.D.
* Heiser: An American Doctor's Odyssey
Bleich: Your Career in Medicine In Guidance Office
Roth and Weiner: Hospital Health Services " " "
Wourse: Do You Want to Be a Doctor " " "
Engeman: Student Nurse " " "
Kalb: Your Future as a Physician " " "

ENGINEERING CAREERS

* Hersey: A Single Pebble
* Furnas and McCarthy: The Engineer (Time-Life)
Stone: Opportunities in Agricultural Engineering -in Guidance Office
Feder: Your Future in Chemical Engineering " " "
Golze: Your Future in Civil Engineering " " "
Levine: Your Future in Electronic Engineering " " "
Hammond: Your Future in Industrial Engineering " " "

FASHION - CLOTHING

McDermott and Norris: Opportunities in Clothing - in Guidance Office
Scott: Your Future in Retailing " " "
- Your Future in Fashion Design " " "
- Your Future in the Fashion World " " "

JOURNALISTS - WRITERS - BROADCASTERS

* Drury: Capable of Honor
* Fitzgerald: This Side of Paradise
* Huntley (Chet): Generous Years
* West: Miss Lonelyhearts
* Kendrick: Prime Time: Life of Edward R. Murrow
Alder: Working Press
Barry: Opportunitires in Journalism Careers In Guidance Office
Schalehen: Your Future in Journalism " " "
* Baker: Ernest Hemingway: A Life Story by Carlos Baker
* Fenton: Apprenticeship of Ernest Hemingway: The Early Years
* Cook: The Muckrakers: Crusading Journalists who Changed America
* Archer: Fighting Journalist (Horace Greeley)
Gordon and Falk: Your Career in TV and Radio In Guidance Office

LAWYERS

Elliott: Opportunities in a Law Career " " "
* Lee: To Kill a Mockingbird

* Smith: Joy in the Morning
* Warren: All the King's Men

MUSICIANS - SINGERS
* Baez: Daybreak
* Hentoff: Jazz Country
* Carpozig: Johnny Cash Story
* Eaton: Trumpeter's Tale: Story of Young Louis Armstrong
* Ewen: The New Book of Modern Composers
* Spaeth: Opportunities in Music Careers — In Guidance Office
Curtis: Your Future in Music — " " "

PILOTS - AIRPORTS - FLYING
Bach: Stranger to the Ground
Briant: Daughter of the Sky
* Archibald: Jet Flier
* Hailley: Airport
* Gann: The High and the Mighty
Fate is the Hunter
* Holler: Catch 22
Mason: The New Tigers (airforce training)
*Michener: The Bridges of Toko-Ri
Shute: No Highway
* Saint-Exupery: Wind Sand and Stars
Night Flight
* Scott: God is My Co-Pilot
Scribner: Your Future as a Pilot — In Guidance Office

POLITICS - POLITICIANS
* Kennedy: Profiles in Courage
* Orwell: Animal Farm
* O'Connor: The Last Hurrah
* Warren: All the King's Men
Vassilikos: Z
* Koestler: Darkness at Noon
* Drury: Advise and Consent
* Kugelmass: Ralph Bunche: Fighter for Peace
* Mooney: The Lyndon Johnson Story
* Bishop: A Day in the Life of President Kennedy

PUBLIC SERVANTS - Policemen, firemen, etc.
* Parker: The Rookies
* Smith: Report from Engine Co. 82
* Wambaugh: The New Centurions
The Blue Knight
Maas: Serpico - The Story of an Honest Cop
* Caesar: Incredible Detective: Biography of William J. Burns
Liston: Your Career in Law Enforcement — In Guidance Office
* Sands: My Shadow Ran Fast
Gammage: Your Future in Law Enforcement — " " "

SCIENTISTS - Mathematicians
* Asimov: Fantastic Voyage
* Crichton: The Andromeda Strain
Wallace: The Prize
* DeKruff: The Microbe Hunters
* Margenau and Bergamine: The Scientist (Time-Life)
* Dugan: Undersea Explorer (Jacques Cousteau)

* Bell: Men of Mathematics
* Cane: Giants of Science
* Forber: Nobel Prize Winners in Chemistry
  Fox: Careers in Biological Sciences — In Guidance Office
  Nourse: So You Want to Be a Chemist — " " "
  So You Want to Be a Scientist — " " "
  Rachs: Careers in Research Science — " " "

TEACHERS

Ashton-Warner: Spinster
Teacher

* Bolton: Christy (C. Marshall)
* Decker: An Empty Spoon
  Hunter: The Blackboard Jungle
* Kaufman: Up the Down Staircase
* Rothman: The Angel Inside Went Sour

THEATER - ACTING

Stearns: Richard Burton Directed in Hamlet
Thompkins: Handbook for Apprentices
* Hart: Act One
* Davis and Boyar: Yes, I Can
* Allen (Steve): The Funny Men
* Ross and Ross: The Player: A Profile of an Art (55 individual stars)
  Moore: Opportunities in Acting — In Guidance Office

Author: James Manchester

Modern Literature - 341

Concepts and Rationalization

Modern Literature is a course which focuses on the problems of survival - social, economic, emotional and spiritual - in today's world and the way in which man attempts to meet these problems and survive. The course asks how man survives and who are the people that help him to cope with the problems that face him in our society.

Performance Objective

Students should gain an understanding of what people in particular fields do to help other people meet problems and survive inthe world.

Materials

Appropriate novels
list of community and school resources

Lesson Capsule

The integration of career education activities into this course is perhaps best accomplished in an ongoing manner, rather than a one shot effort. Therefore, the lesson capsule will suggest possible activities in a general manner.

In the past students have expressed concern over the depressing tenor the reading

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selections tend to create. In order to overcome this attitude, after an awareness of a specific aspect of survival is developed through the reading, the students should actively seek ways of helping themselves and others survive in various conditions; i.e., what careers can help us survive longer, and can improve the quality of that longer life? The answers to this question hopefully will dispell the depression.

One active way to find the answers is to seek out individuals engaged in appropriate professions and invite them to speak to the class. The list of school and community resources at the end of the booklet will suggest specific individuals receptive to your requests for classroom appearance. Be sure to prepare a series of questions to be asked of the speaker so specific areas will be dealt with.

Each section contains novels that suggest careers intended to help man survive mental and physical hardship, and possibly help man survive by avoiding these conditions entirely.

Condition	Novel	Suggested Careers
A. Survival in Wartime	Hersey: Hiroshima	Doctors
	Frank: Alas, Babylon	Political leaders
	Trumbo: Johnny Got His Gun	Doctors, nurses
B. Survival in Society	Neufield: Lisa, Bright & Dark/	teachers, guidance counselor
	Green: I Never promised You a Rose Garden/	psychiatrists
	Kesey: One Flew Over the Cukoo's Nest /	nurses
C. Survival for Minority Groups	Lee: To Kill A Mockingbird	Lawyers
	Brown: Manchild in the Promised Land	social workers
	Griffin: Black Like Me	
	Borland: When Legends Die	

Authors: James Manchester
Edward Cornely

Contemporary Reading 344

Concepts
Every occupation contributes to society.
Every individual can have a meaningful, rewarding career.
Every career requires some special preparation.

Performance Objective
The student will be able to demonstrate an awareness of careers involved in dealing with our ecological crisis.

Materials
Quiet Crisis, Udall
list of community and school resources.

Lesson Capsule
One of the major areas covered in this course is "Dropping Out vs. Involvement." It may be advantageous to explore these alternatives in relation to the Quiet

Crisis. If we are to believe the author, our natural resources are fast being depleted. We then have two choices: drop out and soon die, get involved and save our planet.

The exploration of the second choice by the class offers an opportunity to further career awareness.

To initiate this exploration pose questions similar to these: How much affirmative action can I take? Are personal habits, such as containing my litter, effective enough? If I'm truly committed, do more effective and long range activities exist that I might participate in? What careers are available to me that confront and strive to solve our ecological crisis?

Hopefully the answers to these questions will indicate to the students a wide range of careers involved in this cause. Most obvious among these careers: forestry, urban planning, politics, agronomy, botany, chemistry, agricultural engineering.

After your own class list is developed, suggest that students do some investigation about specific careers, and also that they invite to class individuals engaged in that profession. Refer to the list of school and community resources.

The speaking engagements can either be separated or conducted as a panel discussion. In either case, the students should prepare a series of questions intended to explore these three areas: Career preparation, activities engaged in, degree of success experienced in furthering the ecological cause.

Follow the speaking engagements with a class discussion. Reenforce the point that affirmative action can occur and certain careers allow for this affirmative action.

Author: Edward Cornely

Composition I 346

Concepts
Careers require different knowledge, abilities, attitudes.
A person may be suited for several different careers.
Every career requires some special preparation.
Any career has different levels of responsibility.

Performance Objective
The student will demonstrate an understanding of a specific career, and will be able to express opinions on the advantages and drawbacks of that career.

Materials
The Self-directed Search: A Guide to Educational and Vocational Planning, by John L. Holland, Consulting Pyschologists Press, 577 College Ave., Palo Alto, California 94306
List of available resources in guidance office
Microfiche viewfinder
Vermont View Deck

Guidance Associate filmstrip - "Choosing a Career"
The Lively Art of Writing, Lucile Payne

Lesson Capsule

Inquire from the students what careers, as of now, they want to engage in. Capitalize on remarks that suggest the student has little or no idea what career he or she is interested in. Ask the students to think back. What careers did they think about when they were younger? Why did they think about those careers? Try and elicit responses that mention glamor and excitement of the job. Bring them back to the present by asking them if they notice any change in their conception of that job.

Next, lead them into the area of career choice. Try to determine what factors might influence career choice (money, tradition, status, family pressure, social pressure). Continue idea of pressure and inquire if they've discarded any careers because of pressure that they are impractical (doctor, big game hunter).

Point out that they may have discarded a profession because they feel it's impractical, but the reasons behind the original attraction may be important, for it may suggest other job areas that are related to the impractical one that are practical and just as rewarding.

Indicate to the students that the purpose of this entire project is not intended to force or pressure them into making a career decision now, or in the near future. Its intentions, however, are fourfold:

1. To help the student discover more about the things they can do, the activities they like to do, occupations that appeal to them.
2. To help the student realize the enormous choice of career opportunities available to them.
3. To help the student discover a category of occupations they may be well suited for, and may be well suited for them.
4. To help the student obtain the necessary information to learn more about particular jobs through independent investigation.

AFter this introductory discussion, show the Guidance Associates filmstrip to the class. Then distribute copies of The Self-directed Search to all the students. Prepare them for the inventory by emphasizing the non-threatening approach of the search. Emphasize that the results are private, and also point out that this inventory does not claim to provide the solution to career decision problems. It is merely one tool used to help students make decisions.

Administer the test during class time, so as to offer help if needed. Then once the results are in, ask each student to choose a career from the list the search produces. It will be each student's job to investigate their career by using the library, guidance office, microfiche catelogs, and any other sources available. It is suggested the students try to obtain information on the following areas:

1. Preparation
2. Salary
3. Projected job opportunities
4. Location of job
5. Working conditions
6. Room for advancement
7. Lifestyle

The results of their independent investigation will then be digested and presented in the essay format. In order to accomplish this part of the unit, the following thesis statements might be offered:

1. Despite certain drawbacks to _____, it is a viable career opportunity that deserves consideration.

or

2. Although _____ contains certain drawbacks, it is a viable career

opportunity that deserves consideration.

Notice the essay is a composition of opinion. Therefore, be sure the students realize they are responsible for deciding the advantages (pro) and disadvantages (con) of their career, and then placing these bits of information in to a coherent essay form (Lively Art of Writing). It is recommended that class time be devoted both to the independent investigation and essay writing parts of this unit.

Estimated time of the unit: two weeks.

Author: Edward Cornely

Affirmative Action Modern World Literature 444

Concepts
Every occupation contributes to society.
Careers require different knowledge, abilities, attitudes.
Different occupations are interrelated in many ways.

Performance Objective
The student will be able to demonstrate a knowledge of careers involved in ensuring justice.

Materials
Billy Budd, Melville
List of community and school resources

Lesson Capsule
Billy Budd is used as the supplimental novel to the thematic section, "The Nature of Justice". It is recommended that a discussion develop on Billy's condition, Claggart's decision, and the entire process of ensuring justice. Then arbitrarily divide the class in two, asking each side to prepare a brief proof on the affirmative or negative of this statement: "Claggart was incorrect in his actions with regard to Billy Budd." Briefly outline standard debate form, and, after two days preparation, have the students conduct the debate.

When the debate is concluded, informally discuss students' feelings about Billy's plight. Through discussion lead the class to the observation that Billy's situation may be viewed as an example of injustice. Next, point out the many injustices in our courts today. Pursuing this tack further, suggest that the class investigate careers that attempt to ensure justice and avoid injustice. As part of this inquiry, work on having speakers from these professions attend a panel discussion in the classroom.

Make a list of careers concerned with maintaining justice. For instance: policeman, news reporter, lawyer, judge, district attorney. Ask groups of students to be responsible for gathering information on one career and for contacting one individual in that profession.

To ensure the success of the panel discussion, be sure to prepare a series of pointed questions to be asked of the guests, paying particular attention to the question, "How successful do you feel you are in ensuring justice for all people?"

After the panel discussion, have each group write a letter of thank you to their invited speaker. Also, be sure to follow-up with a post panel discussion. Inquire about what careers students feel would be most effective inensuring justice.

An additional activity that may be desirable, because of the difficulty in securing the attendance to a judge, would be to arrange for a visit to the local courthouse. Have the students attend a portion of a trial and arrange for a brief meeting with the judge in his chambers.

Author: Edward Cornely

A Career in the Arts Humanities II 452

Concepts
Careers require different knowledge, abilities, attitudes.
Every career requires some special preparation.
Career preparation must follow a plan.
A person's relationships with other people, with his employer, and with society affect his career as well as the careers of others.

Performance Objective
The student will be able to express an understanding of the many factors to be considered in the pursuit of a career in the arts.

Materials
Film - "Vincent the Dutchman"
Lust for Life
Biography of Beethovan
Agony and the Esctasy

Lesson Capsule
Three individual artists - Michelangelo, Beethoven, Van Gogh - will be studied in depth during the course. During all three of these studies it is appropriate to consider certain factors of career pursuit as they apply to the artists and the students. A conscious effort should be made to dispell the romantic excesses Irving Stone is prone to engage in.

Below are suggested areas of approach for each of the artists studied:

I. Michelangelo
   A. Career preparation
      1. schooling
      2. lack of freedom of choice
      He had certain abilities and he followed a plan of study
   B. Lifestyle
      1. lack of money
      2. difficult working conditions
      3. physical and mental isolation
      career choice often dictates lifestyle
   C. Personal rewards
      1. frustration
      2. inner satisfaction
      Each career must offer some satisfaction, even if it is frustration.

II. Beethoven
- A. Career preparation
  - 1. teachers
  - 2. Years of practice

  His choice of career necessitated a plan of preparation
- B. Lifestyle
  - 1. struggle for money
  - 2. isolation

  Career choice forced these conditions on him
- C. Personal Rewards
  - 1. a thing of beauty
  - 2. social recognition
  - 3. frustration - deafness

III. Van Gogh
- A. Career decision difficulty
- B. Career preparation
  - 1. years of study
  - 2. physically hard work
- C. Lifestyle
  - 1. poor
  - 2. socially ostracized
  - 3. art dominated life - little room for anything else
- D. Rewards
  - 1. no social approval
  - 2. inner doubts

Many conclusions might be drawn from looking at these and other aspects of an artist's career. For instance: long hard years of preparation are necessary; despite independence, a certain need for others' approval remains; career is mentally and physically taxing; few financial rewards occur; isolation is a part of the career; strong belief in oneself is necessary; the product of such a career can provide the deepest kind of satisfaction.

Author: Edward Cornely

Verisimilitude Creative Writing 453

Concepts

Careers require different knowledge, abilities, attitudes.
Every person is an individual, with different abilities, interests, needs, values.
A person's best career direction develops over a long period of time.
Every individual develops a personal "style" which he can fulfill in a career with a similar "style".
The choice of a career usually involves a compromise between greater and lesser needs.
Work experience facilitates career decision-making.
Changes and conditions in the world affect careers.
Any career area has different levels of responsibility.
A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.
A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

Performance Objective
The student will be able to encorporate knowledge of a specific career into creative writing activities.

Materials
list of community resources
access to telephone

Lesson Capsule
This activity is best suited for the short story section of a creative writing course.

Choose a short story in which a career is involved, for instance, "Bartleby the Scrivner", and have students identify examples of Melville's knowledge of this profession. For instance, setting, implements, pay, activities engaged in, social approval. Identify these bits of information as verisimilitude: having the semblence of truth.

After discussing the reasons supporting inclusion of this device in short stories, ask each student to choose a career they are interested in learning more about, and that might be suitable for integration into a short story. Refer to the list of resources to suggest people students can contact.

Each student should call and either make an appointment to interview, or interview over the phone, the resource person. The student should try to obtain answers to the following questions and any other questions that seem relevant.

1. What kind of temperament is well suited for this job?
2. What special abilities are required?
3. What made you decide to go into this career?
4. How long did you prepare for this job?
5. What kind of compromises did you have to make when deciding to pursue this career?
6. What kind of work experience prepared you for this job?
7. Have world conditions, progress, affected your job?
8. How have you/your job adapted to these changes?
9. In terms of responsibility, who are you the boss of, and do you have a boss or bosses?
10. How do they affect you?
11. How important are your relationships with others on the job?
12. What employer's rules, regulations, policies, or procedures affect your job?
13. What are some important terms (jargon) used in this career?
14. What pieces of equipment, and their names, are necessary for your job?
15. Using the five senses, how can your work environment be described?

The result of this questionaire should give the student the background necessary to create a believable situation in which character development can take place.

Have student write a short story. Afterwards, have students exchange papers and evaluate verisimilitude in each story.

Author: Edward Cornely

What is Career Education? Seminar in Ideas 454

Concepts
Every person is an individual, with different abilities, interests, needs, values.

A person's best career direction develops over a long period of time.
Every career requires some special preparation.

Performance Objective
The student will demonstrate an understanding of career education, its necessity and the present use of it in his or her school system.

Materials
Articles and books on career education
Resource people

LESSON CAPSULE
One of the units in the course deals with young people and their relationship with the school and the community. It is appropriate at this time to introduce the idea that a movement in national education is attempting to bring together the schools and community in order to better serve young people: in particular, the encouragement of Career Education by the Federal government.

Ask a small group of students to investigate this national educational movement and to report their findings to the class for discussion. The project might involve finding the answers to two basic questions. First, what is Career Education, and what is the rationale behind encouraging it in American schools? Second, what is being done in Career Education in our district?

In order to give the students further guidance, you might ask them to obtain the answers to the following questions:
1. What is Career Education?
2. Why do educators feel it is a justified movement in American Ed.?
3. What are three general steps Career Education takes in the Schools, K-12?
4. What are other schools in the district doing in Career Education?
5. What is our school doing in Career Education?
6. What role can the classroom teacher play in furthering Career Education?
7. What contribution can the guidance department make in the field of Career Ed.?
8. How can the community help further the goals of Career Education?

When the answers to these and other pertinent questions are obtained, ask the group to present their findings to the class for their consideration. Also, seek out appropriate speakers to further enlarge upon the group's findings.

Author: Edward Cornely

General Semantics in Career Education for Gifted High School Students
Linguistics 457

Concept
Although different careers require different knowledge, abilities, and attitudes; the ability to communicate successfully with other people enhances all careers. The top level executive must have this skill, but it has application for every worker who deals with other workers, including the worker applying for a job.

Performance Objectives
The study of General Semantics should make students better able to achieve co-opera-

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tion and avoid conflict with others in the world of work by helping themdevelop their skill in human interaction through language.

Materials

Language in Thought and Action Hayakawa
Communication Fabun
see bibliography

Discussion

In 1933 Alfred Korzybski suggested in Science and Sanity that certain improvements in our basic patterns of communication were essential to our survival. He pointed out that although we have made remarkable steps in our ability to control and use the natural phenomena of our world, the layman still communicates, and thinks, with patterns appropriate to the time of Aristotle. The attitudes of the scientist have exploded the material world without a parallel advance in our thinking. This lag may be responsible in part for our periodic international catastrophes where the advance of science becomes our tormentor rather than our servant.

The discipline that Korzybski fostered, the study of human interaction through language, is called General Semantics. The scope of this study is truly general, but it applies particularly in our work experience - from job applications, through understanding of directives from our superiors, right up to the problem of eliciting the co-operation of members of a large organization. Students will benefit from an understanding of the underlying principles of General Semantics and should be able to employ certain specific tactics to improve their interaction with others.

I contend, as a basic assumption, that career education in the English class has applications throughout the entire spectrum of age and ability levels. This paper, however, addresses itself to the issue of career preparation for intelligent, highly motivated students at an age normal to the last two years of high school. The assumption is made, furthermore, that the teacher is either already excited about General Semantics or is willing to undertake extensive study in order to become so. Without this excitement the teacher cannot succeed - with it he will not fail.

Since few teachers have received much formal training in General Semantics, it is to be expected that a teacher preparing to use this discipline in class must undergo considerable self-preparation. A wide reading of the works of Wendell Johnson, Irving Lee, Stuart Chase, and Alfred Korzybski would be desireable, but a careful study of a single work will suffice. The teacher will find this book, S. I. Hayakawa's Language in Thought and Action, essential; he may use it as the text for his students as well. A teacher who responds to this book will find no dearth of objectives and materials for instruction in the application of the principles of General Semantics to the area of career preparation. In fact the teacher is likely to be unable to present as much as he would like.

The principles that underlie much of this study can be divided into an understanding of the symbolic process and an awareness of the process nature of the universe. the former involves a study of the way we use words to represent things and the realization that the word is never the thing itself. The realization that words don't have meaning - people do - helps students grasp this principle. Korzybski's map-territory analogy suggests that the relationship between a map and the territory it represents. All of these principles have practical application in the areas of job aquisition, advancement, and satisfaction. Equally basic is the concept that our universe is not static, but rather that it should be considered in all its cosmic through submicroscopic levels an ongoing process. Heraclitus' axiom that you can never step in the same river twice presents the quintessence of this concept. It leads to the realization that the concept of identity - so cherished in Aristotelean logic - does not correspond to the world as we actually encounter it. That is, no

two of anything are alike in every detail. This concept has far-reaching practical applications in the improvement of interpersonal relations and in the area of problem solving.

A note of apology seems appropriate here. If the reader has already made himself familiar with General Semantics, then these notes about the symbolic process and the process nature of the universe will annoy as statements - or misstatements - of the obvious. If the reader is new to this study, they will annoy because they lack support and explanation. I intend that these notes might help a teacher organize his attack on this study, not that they in any way are a substitute for that study.

Procedures - A nine weeks unit using Language in Thought and Action

1. Assign the eighteen chapters at approximately two and a half chapters a week so that the entire book is read and there remains some time for consolidation at the end of your unit.
2. Ask the students to read all of the "applications" at the end of each chapter. They are excellent spurs to discussion. Assign applications as appropriate to your students.
3. Use classroom techniques of your choice to help students master terminology, grasp concepts, and apply the study to their own personal situation. Lecture, discussion, small group work, testing, prepared demonstrations, role playing, games, analysis of current media use of concepts under study, and other techniques that work for you should be applied. One issue remains paramount; strive to relate the concepts of the presentation to the actual living situations of your students. In this area career training applications will often manifest themselves. How can an understanding of presymbolic language help you realize that your associates, who are so prone to so much empty small talk, are not realy stupid? How can a deep understanding of the difference between word and thing help you in getting a job or selecting an appropriate candidate to hire? How can an awareness of "the little man who isn't there" help you avoid the pitfalls of prejudice? How does the most common verb in the language tend to crystalize missevaluation? What steps can you take when you find that your boss displays deep-seated two valued orientation?

Answers to these questions and no end of others like themshould be sought in this unit. Many students will find answers that will work for them in their careers.

- A three week unit using Communications and The Propaganda Game

1. Assign the eleven chapters to be completed in the first week of the unit. After each chapter is read, lecture and discuss to develop understanding of concepts and an awareness of applications to students' future career situations.
2. Simultaneously with this reading, teach the students to play The Propaganda Game. This will require one game for each four students and some active teaching to get them started in this challenging game. After two days they should be able to play this game with different opponents each day and acc umulate individual scores leading to a "Master of the Game."
3. During the second week, students should develop their own version of the game. They should specify and describe eight to ten semantic techniques that have application in career situations. Then they should develop at least twenty examples of the use of these techniques in career situations. Using the format of The Propaganda Game, students should play this game of their own making during the last week of this unit.

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Author: Kirk Bosworth

PART II Supplementary Career Education Activities

Meeting the Challenge of Change

Concepts
A person may be suited for several different careers.
Careers can be grouped in various ways into "families" requiring similar abilities and providing similar rewards.
The choice of a career usually involves a compromise between greater and lesser needs.
People change, and sometimes change careers, as they go through life.
Changes and conditions in the world affect careers.
People must adapt as the world changes.
Different occupations are interrelated in many ways.

Performance Objective
The students will be able to describe numerous challenge-response episodes that might occur in the careers of typical persons.

Materials
Resources presenting information about occupations and their requirements; information on adult education and retraining programs; a collection of newspapers and magazines spanning a period of several months (or years).

Lesson Capsule
Suggest that students search their memories, talk with adult friends, and look through newspapers and news magazines to find examples of situations that precipitated career changes for individuals or groups. Whenever possible, students should find out what new careers the people entered and how they prepared for the new occupations.

As students share their information, help them develop a list of factors influencing change. For example:

Too many people for too few jobs
Economic slump
Goods and/or services no longer in demand
Withdrawal of funds
New technological developments
Advances in science
Sudden, permanent physical (mental, emotional) handicap
Additional education obtained
Personal desire to explore something new
Dissatisfaction with original occupation
Desire to develop latent aptitudes and abilities and to put them to use
Pressure from an influential individual (wife, supervisor, close friend) or group (voters, club members)
Legal factors (change of citizenship, loss of license, jail record)
Pregnancy and motherhood

Divide students into "innovation" groups. Have each group select one or a combination of factors and apply them to an imaginary person who holds a complex position. Each group is to develop a three-scene role-play situation around its character and his or her occupational change. Scene 1 is to show the person in his or her first job and illustrate the rewards, satisfactions, and challenges of the job. Scene 2 is to depict the onslaught of factors leading to change and the individual's approach to selecting alternatives. Scene 3 is to be similar to Scene 1, except that the person is involved in the new occupation.

Another possible approach would be to have each group select a famous person who has changed occupations and create, using biographical materials and a dose of imagination, a three-scene role-play situation as described previously. Should students have difficulty selecting persons to portray, you might suggest the following:

Shirley Temple Black from actress to politician
Arthur C. Clark scientist to novelist
Victor Borge concert pianist to comedian
Lyndon B. Johnson teacher to lawyer to President of the United States
Phyllis Diller housewife to comedienne
Helen Gurley Brown secretary to editor of Cosmopolitan magazine
Bess Myerson Grant Miss America to Chief of Consumer Affairs

Following each presentation, the group members might hold a question-and-answer session to expand on information presented in the skits. What aspects of each job were not covered in the skits? What other job alternatives might each individual have chosen and why? What skills, abilities, and aptitudes did the individual already have that were relevant to the new job? What education and training did the individual need, and how was it obtained? What problems (personal, family, financial, etc.) had to be dealt with during the period of change?

Observations

"Meeting the Challenge of Change" can be used in almost every subject area as students become aware of the knowledge, skills, or techniques that are necessary for various careers. The experience can also lead into group investigation of local, regional, and national situations that presently contribute to the unemployment problem and into evaluation of the retraining needs that exist.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972) pp. 234-5.

This is the House that John Built

Concepts

Every occupation contributes to society.
Every individual develops a personal "Style", which he can fulfill in a career with a similar "style."
Changes and conditions in the world affect careers.
People must adapt as the world changes.
Different occupations are interrelated in many ways.

Performance Objective

The students will be able to describe some significant ways in which time and change affect certain careers and life-styles.

Materials

Reference material related to the subject.

Lesson Capsule

Have students compare colonial, nineteenth-century and early-twentieth-century residential architecture with today's modular, mobile, and high-rise dwellings. Ask them to hypothesize about why these changes in architectural style and design have occurred. Then have the group compare towns and villages of colonial times with those of the nineteenth century and finally with the city planning of today. Again, have students hypothesize about why these changes in basic city layout have occurred.

Arrange for the class to visit a local vocational school. At the school, have them observe and learn how to read architectural plans. Be sure that they are familarized with the instruments used in drawing these plans. If possible, have students experiment with designing their own simple plan for a house. In the woodworking and carpentry shops, the group can learn a little about how to lay a floor and how to construc a corner assembly. In the masonry shop, the class can learn how to lay a tile floor or construct a brick facade. In the electrical shop, students can learn about wiring a house. Point out tothem that the increased electricity load used in today's homes dictates a more elaborate electrical system than was required some years ago.

Next, invite an architect to speak to the class about his profession and how time has affected the history of architecture in America. In order for the students to relate more directly, you could invite the architect who designed their school to address them. Have him explain some of the problems that he had to solve in designing the building.

If "open classrooms" exist in your community, have the architect explain how this concept affects the design of a classroom, hallways, and school. Ask him to relate this concept of functional architecture in school design to functional architecture in dwelling design.

After the visit by the architect, have the students discuss the various careers involved in the construction of a dwelling, and recapitulate the architect's role today. Then have them discuss how these careers have changed in the past 200 years.

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972) pp. 207-8.

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Life-Style

Concepts

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."
People pursue careers for many reasons.
A person may be suited for several different careers.
The choice of a career usually involves a compromise between greater and lesser needs.
People change, and sometimes change careers, as they go through life.
A worker must understand not only his job, but also his employer's rules, regulations, policies, and procedures.

Performance Objective

The student will be able to identify and describe elements of typical individual life-styles and show how these factors might influence career decisions.

Materials

Reference materials on occupations; supplies to create a brochure.

Lesson Capsule

In a class discussion, explore student ideas about the concept of life-style. Suggest that one way to develop a definition for this term would be to investigate ways in which a number of careers influence individuals involved in them and/or reflect the way an individual prefers to live. Invite students to name various careers that they feel illustrate sharp, obvious life-style differences. Occupations such as actor, banker, farmer, pharmacist, ecologist, soldier, politician, and rock musician might be used as examples.

Have the class develop a list of life-style elements that might be affected by one's career. For instance, working hours for an actor vary from day to day, depending on rehearsal and performance schedules. In comparison, a banker's hours seldom fluctuate; his is essentially a nine-to-five life. A druggist's financial position is generally more secure than that of a rock musician; a rock musician must spend a great deal of time on the road, whereas a farmermust remain fairly stationary most of the year; an ecologist works out-of-doors, whereas a politician generally works indoors.

As students compare and contrast the working life-styles of all the different vocations selected, encourage them to hypothesize about the lives of individuals when they are not on the job. Explore the idea that an individual's leisure-time activities are a matter of personal choice. But choices are limited or structured by other factors-interests, abilities, time, money available, family responsibilities, community facilities, and peer influences.

Students might write to, or invite to class, representatives of several occupations and explore with them the relationships between a person's life-style and the satisfactions he or she might derive from different kinds of work. For instance, a person who wishes to live and work in one location for most of his life and yet meet a number of people each day would probably derive a great deal of satisfaction from serving the community as a pharmacist. A person who finds travel and self-expression important to his life-style would probably find a career in rock music or the theater satisfying. An individual who enjoys working with money and figures might find a banking career or a position on Wall Street gratifying. An individual who likes to be out-of-doors will find a career in ecology or agriculture satisfying.

Students might invite parents to join in a discussion of factors that might cause people to make changes in their life-styles. For instance, many men find that when they reach middle age, a nine-to-five job is not to their liking. Many women are

finding the career of housewife stifling. Other influencing factors include health, changes in family structure, unexpected financial burdens, changing interests, and opportunities for further education and training.

In addition to discussing change factors, the group might also explore the problems that develop when one decides to revise a life-style. As part of the discussion, ask parents and students to share ideas about the difficulties an individual might have in perceiving himself accurately and reasons for these difficulties.

A role-playing exercise could be employed at this point. Have the group develop situations wherein a father or mother consult with the family about a dramatic change in life-style. What factors are to be considered? Is a move inherent in the change? Is an economic factor involved? What factors or persons within the family structure are to be considered?

Following these activities, develop with the class a working definition of life-style.

As a closing activity, the class might plan, write, and distribute a comprehensive inventory booklet to be used by students preparing to seek employment. This "employability," "life-style," or "self-scrutiny" booklet might include pages on which the individual records such information as: What do I have to offer an employer? Is my temperament suited to certain careers as opposed to others? In what kind of environment do I wish to work? What are the kinds of hours I wish to keep? What values are important to me? Money? Helping others? Self-expression? Freedom? Security? What kind of workbehavior is required by jobs that interest me? What is the pay offered by jobs that interest me? What fringe benefits are offered by jobs that interest me? What manner of dress, appearance, and behavior are required by careers that interest me? Is there any politics involved in careers that interest me? If so, am I willing to "play the game"?

Credit: Dr. James E. Bottoms, ed., Career Education Resource Guide (U.S.A., 1972) pp. 228-30.

Appendix (1)

Exploration of Career Values - Sentence Completion Form

1. When I am an adult, I most of all want to be...
2. I would like to have my friends think of me as...
3. I would like to make enough money to...
4. In planning for the future, I think it is important to...
5. Ten years from now, I hope to be...
6. To get ahead in this world,...
7. I find working closely with people...
8. I would prefer to be famous for...
9. When I work alone I...
10. My strongest personal asset is...
11. My biggest fault is...

Author: Robert Pasco

Appendix (2)

Community Resources

Name	Phone #	Occupation(s)
Carlson, Bob	878-8381	Arric. engineering, landscaping
Carter, James	899-4767	Peace Corps
Charkins, Charles	769-0111	engineer, electronics technician
Hall, Bill	878-8381	forestry
Mudgett, Stuart	878-3325	insurance
Overton, Alan	878-3346	lawyer
Page, Proctor	878-3356	graphic communication, editor, publisher
Riley, James	878-4869	dentist, dental assistant, dental secretary
Roeber, Frank	878-8855	technical drafting
Thompson, Noah	878-8381	town planning
Woolf, Marguerite	899-2235	writer

Note: This list is merely a suppliment to the district list of community resources and the high school list of community resources.

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